



## Purbrook Infant School Skills Progression 2018/2019

### Subject area: Art and Design

#### National Curriculum Aims

- Produce creative work, exploring their ideas and recording their experiences
- Become proficient in drawing, painting, sculpture and other art, craft and design techniques
- Evaluate and analyse creative works using the language of art, craft and design
- Know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

*Sketch books will be used to illustrate the children's learning journey and showcase their experiences in art and design. There will also be regular opportunities to display and share work with the wider school and the environment.*

Skill	Early Years	Year 1	Year 2
<p><b>Drawing and Painting</b>  <i>Children will have the opportunity to explore, practice and develop the skills of drawing and painting frequently, linked to other areas of their learning. With a discreet focus each half term.</i></p>	<ul style="list-style-type: none"> <li>• Hold and control a variety of media and use them to make and repeat various marks and lines.</li> <li>• Use lines to create shapes, patterns and textures.</li> <li>• Drawing with light lines (e.g. chalk) on a dark surface.</li> <li>• Name, choose and match primary and secondary colours.</li> <li>• Describe people, objects and places using simple art specific language especially related to colour and shape.</li> <li>• Drawing and painting on a range of surfaces and scales. Children should understand that different media make different types of marks.</li> <li>• Other artists have drawn and painted the same things that they do.</li> </ul>	<ul style="list-style-type: none"> <li>• To begin to develop use and control of an increasing variety of media, to name them and to begin to predict the results that they might achieve.</li> <li>• To explore how to use lines and marks to create an increasing range of shapes, patterns and textures.</li> <li>• To begin to draw for a range of purposes.</li> <li>• To begin to and explore working from the human figure (Facial features, self portraits)</li> <li>• To begin to explore and select different media to achieve different tones and affects.</li> <li>• To begin to mix and match basic colours and make them lighter or darker – name primary, and secondary colours.</li> <li>• To explore and look at the drawings and paintings of other artists that represent a variety of cultures, and times and relating them to their own work</li> </ul>	<ul style="list-style-type: none"> <li>• Develop and practice the use and control of an increasing variety of media, to name them and to begin to predict the results that they might achieve.</li> <li>• To confidently use lines and marks to create an increasing range of shapes, patterns and textures.</li> <li>• To 'colour in' accurately with paint as well as drawing materials.</li> <li>• To confidently and with accuracy mix and match basic colours and make them lighter or darker; name primary, secondary and some tertiary colours and qualify their tonal value.</li> <li>• Make drawings and paintings to show increasing detail, context, and use of the visual elements.</li> <li>• To use an increasing range of media for drawing and painting.</li> <li>• Working from the human figure in a range of poses and circumstances developing from Year 1</li> <li>• Drawing and painting on a range of surfaces and scales – choosing the subject of</li> </ul>

			<p>working from a limited range provided by the teacher</p> <ul style="list-style-type: none"> <li>To look at the drawings and paintings of other artists that represent a variety of cultures, and times and relating them to their own work and use these to evaluate their own skills and achievements.</li> </ul>
<b>Skill</b>	<b>Early Years</b>	<b>Year 1</b>	<b>Year 2</b>
<p><b>Printmaking</b></p> <p><i>Children will have the opportunity to explore different types of printing twice a year, for different purposes.</i></p>	<ul style="list-style-type: none"> <li>Load an object with paint and print it.</li> <li>Make rubbings from textured surfaces.</li> <li>Make a range of other prints, e.g. from bubbles.</li> <li>Recognise pattern in natural and man-made objects.</li> <li>Experimenting with a range of printing methods.</li> <li>Choosing objects from a limited range to print with.</li> <li>Printing objects to make pictures, patterns and/or textures.</li> <li>Printing regular and irregular patterns.</li> <li>Working on a range of surfaces and scales.</li> <li>Creating printed patterns and textures for collage – talking about their prints.</li> <li>To begin to understand that printed patterns can be regular, irregular or symmetrical, that different objects make different prints and different methods give different kinds of prints.</li> </ul>	<ul style="list-style-type: none"> <li>To develop skills: loading a range of different kinds of objects with paint and print them.</li> <li>Make a simple printing block from polystyrene printing tiles or similar</li> <li>To begin to develop an understanding that the same objects and printing materials can be used for varying effects. Also that a print can be a picture in its own right and a repeated pattern or texture.</li> <li>Printing to make pictures, patterns and/or textures including overlaying.</li> <li>Identifying and talking about pattern and texture in natural and made objects – talking about their prints and how they were made.</li> </ul>	<ul style="list-style-type: none"> <li>Ink up a block and print a regular and irregular pattern.</li> <li>Make a monoprint using wax crayons.</li> <li>Investigate a range of other techniques e.g. using cut stencils.</li> <li>Printing more complex regular and irregular patterns</li> <li>To be confident in their understanding that the same objects and printing materials can be used for varying effects. Also that a print can be a picture in its own right and a repeated pattern or texture.</li> <li>Experimenting with a growing range of printing methods – choosing objects from which to print to achieve specific results.</li> <li>Identifying and talking about pattern and texture in natural and made objects - talking about their prints and how they were made.</li> </ul>

Skill	Early Years	Year 1	Year 2
<p><b>Sculpture</b>  <i>Children in the early years will have multiple opportunities to create sculptures in various forms to aid motor co-ordination. In KS1 children will have the opportunity to explore and make sculptures using a variety of media as part of their termly art learning journey.</i></p>	<ul style="list-style-type: none"> <li>• Mould and create simple shapes with malleable materials, e.g. dough</li> <li>• Assemble and dis-assemble component parts of a range of construction kits.</li> <li>• Combine boxes and other found materials to create junk models.</li> <li>• Use simple tools to cut, shape and impress patterns and textures in a range of materials.</li> <li>• Develop the language to describe structures achieved.</li> <li>• Building and constructing structures from separate but similar found objects, e.g. boxes, cardboard tubes.</li> <li>• Modelling with malleable materials, exploring the tactile qualities of materials.</li> <li>• Talking about the materials and the processes of working them.</li> <li>• Structures can be made by putting separate objects or units together.</li> <li>• Structures can be made by moulding a malleable material with hands and simple tools.</li> <li>• Structures can be made and kept for a long time, others can be made and kept for a short time</li> </ul>	<ul style="list-style-type: none"> <li>• Mould malleable materials, e.g. dough or clay, to create shapes that can be combined to make objects.</li> <li>• Follow instructions to assemble and dis-assemble a range of construction kits to build specific objects.</li> <li>• Build junk models and prepare them for painting and decorating by covering them with layers of paper.</li> <li>• Building structures using commercial construction kits</li> <li>• Talking about their sculptures and relating them to the work of other sculptors.</li> <li>• To begin to understand that materials have their own qualities and require working with particular sets of tools.</li> <li>• To begin to have an understanding that sculptures are often completed over a period of time which involves more than one process and stage of working.</li> </ul>	<ul style="list-style-type: none"> <li>• Use a wider range of simple tools to cut, shape and impress patterns and textures in a range of materials.</li> <li>• Fold, pleat and cut paper and thin card of varying thicknesses.</li> <li>• Building and constructing structures from separate but similar found objects by combining materials.</li> <li>• Working on a range of scales and sizes.</li> <li>• Modelling with malleable materials.</li> <li>• Talking confidently about the materials, how they have been worked and the final result.</li> <li>• Talking about their sculptures and relating them to the work of other sculptors.</li> <li>• Materials have their own qualities and require working with particular sets of tools.</li> <li>• Sculptures are often completed over a period of time which involves more than one process and stage of working.</li> </ul>

	and others made and immediately disassembled.		
<b>Skill</b>	<b>Early Years</b>	<b>Year 1</b>	<b>Year 2</b>
<b>Collage</b> <i>Children will have the opportunity to explore different types of collage twice a year, for different purposes.</i>	<ul style="list-style-type: none"> <li>• Hold scissors and cut a range of materials.</li> <li>• Cut straight lines.</li> <li>• Tear paper into strips and simple shapes.</li> <li>• Apply adhesive sparingly and place glued surfaces together accurately.</li> <li>• Classify materials into textures and colours.</li> <li>• Handling and manipulating a wide range of natural and made materials.</li> <li>• Talking about materials, especially their colours and textures.</li> <li>• Colour matching – working on group and individual collages by cutting and using materials and by sticking similar objects together to create new textures.</li> <li>• Materials can be cut and re-assembled into new shapes.</li> <li>• Materials have different colours and surface textures.</li> <li>• Single items, e.g. seeds or leaves, can be put together to create new textures.</li> </ul>	<ul style="list-style-type: none"> <li>• To develop skills cutting straight and curved lines from a range of materials with some accuracy.</li> <li>• Tear paper into strips and shapes with some accuracy.</li> <li>• To develop skills when applying adhesive sparingly to a range of materials and stick them down accurately.</li> <li>• To begin to classify materials into colours and surface textures.</li> <li>• Work as a member of a group producing a single collage.</li> <li>• To understand that a range of different materials can be combined in one piece of work.</li> </ul>	<ul style="list-style-type: none"> <li>• Handling and manipulating a wide range of natural and made materials and making choices to match texture and colour to purpose.</li> <li>• Making their own simple collage choosing and applying various coloured textured and patterned materials.</li> <li>• Talk about their work and the work of others and use language appropriate to the visual elements of shape, texture and colour.</li> <li>• Creating collages by cutting and using materials and by sticking similar objects together to create new textures.</li> <li>• To understand that materials can be selected or created to reflect the colour and surface texture of the subject.</li> </ul>
<b>Skill</b>	<b>Early Years</b>	<b>Year 1</b>	<b>Year 2</b>
<b>Textiles</b> <i>Children will have the opportunity to explore, use and create with textiles at least twice a year. Linked to collage work where possible or as part of a discreet art journey.</i>	<ul style="list-style-type: none"> <li>• Collect and classify fabrics and threads into colours and different textures.</li> <li>• Hold scissors and cut fabrics and threads.</li> <li>• Thread beads onto a lace or string.</li> <li>• Handling and manipulating a wide range of fabrics and threads.</li> </ul>	<ul style="list-style-type: none"> <li>• To develop skills cutting fabric into basic shapes .</li> <li>• Cut threads into a variety of similar lengths .</li> <li>• To begin to classify fabrics and threads by colour and texture.</li> <li>• Thread a large eyed needle – sew individual straight stitches as</li> </ul>	<ul style="list-style-type: none"> <li>• To become confident when cutting fabric into basic shapes .</li> <li>• To be confident when cutting threads into a variety of similar lengths.</li> <li>• Classify fabrics and threads by colour and texture .</li> <li>• To be confident when threading a large eyed needle – sew individual straight stitches as decoration on suitable open-weave fabrics .</li> </ul>

<p><i>In KS1 children will have the opportunity to explore sewing, weaving and dyeing at least once during the two years for each aspect.</i></p>	<ul style="list-style-type: none"> <li>• Using fabrics as materials for inclusion in collages.</li> <li>• Wrapping dolls and other shapes in fabrics.</li> <li>• Dressing themselves and talking about fastenings and the different fabrics.</li> <li>• To begin to understand that fabrics are the basis of textiles that can be used for clothes, household linens and curtains etc.</li> <li>• To begin to understand that fabrics can be found in a range of thicknesses, textures, patterns and colours.</li> <li>• To begin to understand fabrics can be cut and sewn together into new shapes, which may be 3D as in clothes.</li> <li>• To begin to understand that threads are the basis of most fabrics including knitting and those threads can be found in a wide range of thicknesses, colours and textures.</li> <li>•</li> </ul>	<p>decoration on suitable open-weave fabrics.</p> <ul style="list-style-type: none"> <li>• Selecting fabrics and threads for collage purposes in terms of colour and texture.</li> <li>• Simple sewing to create a surface texture or pattern on fabric.</li> <li>• To understand that fabrics can be created through the process of weaving and most fabrics can be deconstructed through the removal of threads.</li> <li>• To understand that sewing is the main method of joining fabrics together.</li> </ul>	<ul style="list-style-type: none"> <li>• Dye a range of fabrics and threads for collage purposes .</li> <li>• Weave with paper and card on a warp made from smooth threads.</li> <li>• Dyeing threads and fabrics that will be used in other textile activities.</li> <li>• To understand that the colour of fabrics and threads can be altered through the process of dyeing.</li> <li>• To understand that fabrics can be embellished by sewing to create patterns and textures.</li> </ul>
<p><b>Skill</b></p>	<p><b>Early Years</b></p>	<p><b>KS1 - As part of the ICT learning journey where possible.</b></p>	
<p><b>Art and ICT</b> <i>Children will have the opportunity to explore ICT media to practice and create artwork as part of the learning journey. And as a discreet focus.</i></p>	<ul style="list-style-type: none"> <li>• Use paint packages to make pictures.</li> <li>• Use online art activities to create repeating patterns .</li> <li>• Select and name colours for paint activities – create papers using a paint programme to cut and add to collage work .</li> <li>• Take and use own photographs to cut and add to collage work – begin to use digital cameras to record own work .</li> </ul>	<ul style="list-style-type: none"> <li>• Select programmes and formats for own use</li> <li>• Use images found on the computer in sketchbooks</li> <li>• Save and print own art works</li> <li>• Print and source images for inspiration</li> <li>• Use online galleries to look at art works linked to themes and topics</li> <li>• Find images online to support research and own work (eg Kings and Queens, The Great Fire of London)</li> <li>• Use favourites file with websites and activities selected by the teacher</li> <li>• Combine text and image (eg make a non fiction page with a picture or create own story pages)</li> <li>• Use a range of art packages to convey their ideas, as one of a range of media available</li> <li>• Use some simple tools in art packages (eg stamping and symmetry tools)</li> <li>• Scan an image and make changes to it</li> </ul>	

- Stick photographs in sketchbooks or learning journals .
- Begin to use an art package as medium to convey their ideas (eg create a clown, invent a house, draw a favourite toy) .
- With support, begin to combine text and images using appropriate packages – use drag and drop activities for labelling stories and pictures.
- Exploring mark and image making using paint packages-
- Exploring online art activities for pattern making, colour matching etc .
- Experimenting with an art package trying different tools and effects – opportunities to talk whilst creating art work using ICT
- Use of a microscope or visualiser to explore textures and patterns .
- Using a digital camera or digital video camera to take pictures (for example taking a photos of a friend or favourite area of school)
- Looking at and talking about digital pictures and video displayed on a computer screen .
- Exploring mark-making on the interactive whiteboard.

- Save digital pictures and video on a computer
- Use photographed textures and patterns to add to collage
- Create patterned pages using a paint program to add to collage
- Use digital cameras to record collaborative and 3D work and record in sketchbooks
- Combine and / or change digital photographs in a paint package (eg changing a digital portraits into a clown)
- Combine digital photographs with other art techniques (eg painting or drawing)
- Add captions or sound to digital pictures or video
- Use a digital camera or digital video camera to take appropriate pictures or video for a specific purpose (eg looking for natural sculptures to photograph on a nature walk)
- Recognise and use ICT techniques used by other artists
- Create posters, leaflets, story and non-fiction pages incorporating art
- Create story sequences using photography and small world toys
- With support, create a simple animation sequence with images, starting from a storyboard
- With support carry out simple editing of a sequence of digital pictures or video (eg change sequence, add transitions)

Children should understand how ICT can be used to create art works

- ICT can be used to enhance art work
- ICT can be combined with other art mediums (eg painting, drawing and collage)
- ICT can be used to record development and outcomes in art work
- ICT can be used to look at and appreciate art work by other artists
- Photographs can be an art work